

DOCUMENT RESUME

ED 192 070

CE 026 553

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TITLE Enabling Six Thousand Persons. A Report and Recommendations for the Professional Development of Adult Educators in Iowa.
INSTITUTION Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE [80]
NOTE 25p.: Sponsored through the Iowa Community Service and Continuing Education Program.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Adult Educators; *Advisory Committees; *Educational Needs; Needs Assessment; *Professional Development; Professional Recognition; Program Development; State Surveys; Statewide Planning; *Teacher Improvement
IDENTIFIERS Iowa

ABSTRACT

Representatives from two- and four-year colleges, universities, business, industry, government, and religious organizations formed an advisory committee to develop guidelines and recommendations for providing professional development opportunities for persons coordinating or conducting adult programs in Iowa. After conducting several surveys and meetings the group developed seven recommendations: (1) the committee should become an advisory committee to various Iowa committees for continuing and adult education; (2) the advisory committee should identify and report on professional development needs of adult educators in Iowa; (3) full-time adult educators should demonstrate competencies in adult education and evaluation methods; (4) part-time adult educators should have development activities related to specific needs expressed by teachers and administrators in teaching and evaluation methods; (5) professional development programs should be standardized and disseminated; (6) degree credit earned for such programs should be accepted by colleges and universities without transfer requirements; and (7) professional achievements of adult educators should be publicized. The committee has endorsed these recommendations for implementation in Iowa and throughout the country on a voluntary and cooperative basis. (MN)

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ENABLING SIX THOUSAND PERSONS

A Report and Recommendations for the Professional Development of Adult Educators in Iowa

U.S. DEPARTMENT OF HEALTH,
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Prepared by

Douglas H. Smith

in cooperation with the

Title I Project Advisory Committee

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PLAN FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

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ENABLING SIX THOUSAND PERSONS
SUMMARY OF THE RECOMMENDATIONS

Over this past year, July 1979 - June 1980, a cooperative venture among a number of organizations employing persons to coordinate and/or conduct programs for adults worked together in developing guidelines and recommendations for providing professional development opportunities for these persons. The initial sponsoring group consisted of seven two- and four-year colleges and universities. However, an advisory committee was formed which had representation from business, industry, government, service agencies, libraries and religious organizations. This seemingly diverse group struggled with the recognition of their differences and similarities. Collectively, they looked at (1) further clarification of the problems of professional development of adult educators and trainers, (2) a determination of the needs and directions for the professional development of each group, (3) an identification of the present resources available for the professional development of adult educators, and (4) the development of appropriate recommendations for implementation.

After carefully carrying out the first three functions, the following recommendations were developed and approved by the Advisory Committee:

1. The group responsible for continuation of this project's efforts, should be referred to as The Advisory Committee for the Professional Development of Adult and Continuing Education Personnel. The Committee should become an advisory committee to the Iowa Coordinating Committee for Continuing Education, the State Advisory Council for Adult Education, the Iowa Association for Lifelong Learning, the American Society for Training and Development and the Educational Information Centers. A system of staggered appointments should be established to assure continuity (e.g., a system of three year appointments with one-third of the committee changing each year).

2. The Advisory Committee for the Professional Development of Adult and Continuing Education Personnel should identify and report on the professional development needs of adult educators in Iowa. It should investigate what other states are doing in the area of professional development of adult educators. It should recommend and offer professional development opportunities, if other organizations are unable to offer professional development programs.
3. Persons employed on a full-time basis in providing adult education programs should demonstrate to themselves and to their employer's satisfaction adequate competence in the following areas of adult education at the beginning or within one year of employment:
 - Knowledge of adult learners and adult learning,
 - Knowledge of effective methods of adult education, and
 - Evaluation of both the instruction presented and the knowledge gained by adult learners.

If the person is employed in an administrative or managerial role, knowledge of such basic management concepts as communication, motivation, and the planning, organizing and implementing of appropriate learning experiences for the adults for which they are responsible, should be known.
4. Recognizing the constraints of persons employed in adult education on a part-time basis to actively participate in professional development, employers of part-time adult educators should make available activities related to specific needs expressed by teachers, trainers and administrators. Suggested individualized or small group learning experiences would include the same areas of adult education considered important for full-time employees, namely:
 - Knowledge of adult learners and adult learning,
 - Knowledge of effective methods of adult education, and
 - Evaluation of both the instruction presented and knowledge gained by adult learners.
5. Programs for the professional development of adult educators should include modules of specific content with delivery being six to seven hours in length in order to accommodate a short course/seminar format. Programs should be offered throughout the state in a small group or self-learning mode, depending on the most suitable and effective instructional method. Continuing education units (CEU) or degree credit from accredited institutions should be provided if requested by the participants.
6. Degree credit requested and received by adult educators through participation in professional development programs should be accepted by all colleges and universities without the requirement of transfer.
7. The professional achievement of full and part-time adult educators should be noted and publicized as extensively as possible by employers and the professional associations.

ENABLING SIX THOUSAND PERSONS

A Report and Recommendations for the Professional Development of Adult Educators in Iowa

Maintaining any semblance of accurate records and data as to the number of persons participating in formal adult and continuing education programs is difficult. From what is known, however, two facts are strongly evident. First, the number of persons attending adult continuing education programs now exceeds the total number of preschool, elementary, secondary, undergraduate and graduate students.¹ Second, there are as many, and perhaps more, persons attending adult and continuing education programs conducted or sponsored by business and industry, governments, service agencies and libraries as there are persons attending adult and continuing education programs conducted by public school systems, colleges and universities.²

With this growth in the number of adult learners, is the broadening perspective of education to be an all-inclusive, lifelong learning process with the learners being given more encouragement to be the manager of their education and learning.

This perspective has substantially altered the perception and definition of the roles and responsibilities of the "teacher" (instructor or educator are also apt terms). Traditionally considered the provider or disseminator

¹ John A. Niemi and John M. Nagel, "Learners, Agencies, and Program Development in Adult and Continuing Education," in Philip D. Langerman and Douglas H. Smith, (ed), Managing Adult and Continuing Education Programs and Staff, Washington, D.C.: National Association for Public Continuing and Adult Education, p. 138.

² K. Patricia Cross, "Education for Lifelong Learning," Proceedings from the National Conference on Educational Choices, Lincoln, Nebraska: Nebraska Educational Television Consortium in Higher Education, p. 1.

of knowledge, instruction and training, the "teacher" of an adult and continuing education class should more accurately be viewed as an enabler or facilitator of the learner's learning process, i.e., to teach not only the contents of the given program or course, but to also be sensitive in aiding and supporting the learner's self-learning. As Lynch points out, one of the teacher's major tasks is to assist learners to achieve a level where the quality of life is seen to be continually improved by the learning of all and the contribution of each.³ The teacher, therefore, is concerned that learning, his or her own as well as that of others, is seen not solely as the acquisition of knowledge and skills, but also with an enhancement and advancement of the educability of the individual.

To implement this kind of teacher/facilitator, policies and practices directed toward the training of these persons has to focus on the goals of not only a changed definition of the word "teacher", but also on a growing educator role. As stated by Lynch it applies a change in:

The way the role of educator is envisaged and prepared for and the way the associated tasks and functions are defined. The balance and way that the resources of teacher education are deployed across the professional career. The interrelationship of that preparation with the preparation of other lay and professional groups in the wider society.⁴

Toward the Implementation of a Professional Development Program for Educators in Iowa.

In Iowa it is estimated that over 400,000 adults participate in some form of structured adult learning experience each year. This is increasing at an average of five to seven percent a year. Also, it is estimated that

³James Lynch, Lifelong Education and the Preparation of Educational Personnel, Hamburg, Germany: UNESCO Institute for Education, 1977, p. 9.

⁴Ibid., p. 10.

at least 6,500 persons are employed to conduct or coordinate these learning experiences (courses, workshops, seminars, training sessions and so forth).

These persons are usually selected, first and foremost, because of their subject competence and, then only after determining subject competence, is consideration given to the level of competence these persons have to teach adults, i.e., to implement an effective learning experience. Even then, there is presently no commonly accepted format or procedure for the assessment, training and development of adult educators.

Referring first to the largest employer of adult educators, the fifteen area community and technical colleges, professional development has largely been carried out by each institution. There are exceptions. Some federal funds are earmarked for training and development and the Adult Education Section of the Department of Public Instruction will conduct professional development programs, or will contract with a college or university to conduct the programs either on a state-wide or a regional basis (three to five area colleges). Such funds have largely been earmarked for the training of adult basic education instructors and coordinators or vocational-supplemental instructors. For other adult educators occasionally funds are available, but professional development largely consists of an initial orientation with possibly a periodic, short, in-service education program.

Other fairly large employers of adult educators are the public and independent colleges and universities. With the exception of two or three private colleges, most institutions have at least a small staff responsible for continuing education. The Regents universities and Drake University employ a large number of professional and secretarial personnel. Thus, the commitment and programming at post-secondary institutions is substantial.

The professional development of this staff, however, is not as extensive. With the exception of full or partial payment for attendance at state, regional or national conferences, the provision for taking credit or non-credit courses and seminars at their own institution, and an occasional in-service program, there is no known comprehensive plan or system for professional staff development at any college or university. Administration policies and minimal funding of staff development virtually eliminate paid participation at any outside program or seminar for much of the staff. Such practices have a bit of irony, as the same staffs encourage other organizations in business, industry, government and so forth to provide tuition support for employees to participate in outside programs, as they are the recipients of these tuition fees.

Business and industry and government agencies, for the most part, have recognized the personal and organizational benefit of a systematic program of human resource training and development. The human resource is becoming a scarce resource for many positions, and it is plainly more economic in time and money for a company or agency to have effective training and development programs, than it is to seek and recruit new employees. The result is a commitment to both internal and external work-related education and the development of a knowledgeable and skilled training and development staff to conduct and coordinate this effort.

For many companies and government agencies, there appears to be increasing support for the professional development of this training staff. In smaller companies and governmental entities, where training and developing responsibilities are part-time, or non-existent, the changes in technology, government regulations and competition is forcing greater recognition of work-related training and development.

Libraries and service agencies (YMCA/YWCA, Boy Scouts/Girl Scouts and so forth) have also recognized the personal and organizational benefits of human resource training and development. The educational services for adult "customers" at libraries have substantially increased. This in turn has generated greater awareness of adult and continuing education. The libraries in Iowa have made a substantial commitment to training and development, either individually or through the regional library systems. Regional and state wide committees for continuing education have been organized. The involvement and interest in this project is another indicator of this commitment.

Service agencies have also substantially increased their educational activities for adults. Agencies providing direct services and activities to adults, such as the YMCA and YWCA, have substantially increased and improved their adult education efforts, recognizing the benefit gained in community image and improving their competitive edge with other providers of adult education programs. Other service agencies providing services to other non-adult clientele, such as Girl Scouts and Boy Scouts, needing to train and develop paid and voluntary staffs have also made a substantial commitment to adult and continuing education. Not only is it economical, but, particularly for voluntary personnel, it is an indication of the volunteer's importance and benefit when the agency invests in their development.

Religious organizations, Catholic, Jewish and Protestant, although historically conducting some of the oldest educational programs, have become aware of the benefit gained through greater awareness of basic education principles, i.e., developing better instructional methods and

curriculum for religious education. Major revisions of curriculum, content and methodology are occurring in many denominations. Such revisions have, until recently, been directed toward the educational programming for children and youth. There is now a great deal of interest in improving the religious educational programs for adults. Conversations with various religious educators, principally Catholic and Protestant, reveal a lack of professional development for adult religious educators.

Two major factors should be kept in mind when considering professional development for adult educators in each of these six organizational groups. The first is the adult clientele being served and the focus of professional development for the staffs serving this clientele. Adult education staffs at secondary and post-secondary schools, colleges and universities, libraries, service agencies and religious organizations direct their educational and service efforts toward the general adult population. For these organizations a major factor to keep in mind is marketing, i.e., programming and delivery of educational services are designed to attract as well as educate.

On the other hand, for business, industry, government and service agencies whose primary clientele are not the general public, but members/employees of the organization, whether they be paid or voluntary. Marketing, while important, is not as central a factor. Adult and continuing education, or more accurately, training and development conducted by these organizations, emphasizes work or related content. Their need for adult and continuing education would, therefore, differ from those organizations providing programs for a general and broader adult clientele.

A second major factor to keep in mind is one of finances. Although emphasizing the collective recognition of the personal, organizational and

economic benefit of quality training and development of adult education personnel, the ability to "purchase" that training and development often is a substantial constraint for some organizations. By and large, business, industry and some governmental agencies have substantial budgets for the professional development of their training staff. Service agencies, libraries and religious organizations, on the other hand, have very limited budgets. Educational organizations are somewhere in the middle, i.e., although receiving substantial income for their adult educational programming, either through direct tuition/fees or governmental support, they either are not allowed, or choose not to commit adequate funds for professional development. The result of this variance in funding is a common recognition for professional development of the training staff, but a lack of concentrated effort by those agencies not having the funds for staff development.

In summary, the need for professional training and development is widely endorsed. Though differences exist in what should be taught, how it should be taught and how it is paid for, there is general consensus and support for professional development opportunities being available for instructors of adults and administrators/managers of adult and continuing education programs. Spokespersons from business, industry, government, service agencies, libraries and religious organizations have indicated their desire for professional development being available.

A Description of this Project

Recognizing the commonality of these desires and concerns, a proposal was submitted to the Iowa Community Service and Continuing Education Program seeking funds under Title I - Part A (Higher Education Act) to develop a

comprehensive plan for the professional development of adult educators. The proposal was submitted, approved and funded. Over this past year, a number of activities were completed which culminated in a number of recommendations which recognized the existing situation and desired directions.

The following nine activities were carried out.

1. The bringing together of an advisory committee which had wide representation from higher education, business and industry, government, libraries, religious organizations and service agencies. A list of the members is given in the front of this report. The committee met collectively four times over the year. The Director, who also served as chairperson of the Advisory Committee, individually met with many of the members.
2. Before the beginning of this project, a statewide professional development survey was conducted in late spring, 1978. Questionnaires were sent to an estimated 5,000 full-time and part-time adult educators employed by the fifteen area community and technical colleges in Iowa. Seven hundred and ninety five (795) questionnaires were returned, 145 from administrators, and 650 from adult education instructors. The survey asked respondents to identify both problems they found "tough to deal with," (e.g., getting qualified teachers and resource people), and desired competencies of adult educators (e.g., ability to develop curriculum for adult learners). The results of this survey were presented to the Advisory Committee.
3. In fall, 1979 a survey was conducted of the membership attending the Annual Conference of the Iowa Association of Lifelong Learning (IALL). Similar to the previous questionnaire, the respondents were asked to indicate their level of understanding on some selected competencies. Just over 100 questionnaires were returned and tabulated, with the information also being given to the Advisory Committee.
4. A third survey was conducted on the membership of the American Society for Training and Development (ASTD), Iowa Chapter. One third (34%) of the members responded and the information was tabulated and turned over to the Committee.
5. An extensive meeting was held with the consultants from the Adult Education Section, Department of Public Instruction.
6. A meeting was held with a number of religious education leaders from central Iowa to discuss both the present scope of religious education for adults and the availability of training development of religious adult educators..

7. A meeting via the state telenetwork was held with the Professional Development Committee of the Iowa Association for Lifelong Learning (IALL).
8. An informative session was held with the 15 directors of adult education from the merged area schools. A brief summary of the previously conducted surveys, cited above, was presented and suggested directions for professional development were sought.
9. The Project Director had telephone conversations with personnel involved in training and development for the state government, and with the state library and local libraries.

In sum, the following eight conclusions were made from these surveys and meetings:

1. There is a need for professional development for both administrative and instructional adult education personnel.
2. There is no collective outcry or demand from adult educators for professional training and development, except perhaps from persons engaged in religious adult education.
3. The basic topic or area desired by all adult educators, administrative and instructional, is a greater understanding of the adult learner.
4. The principle area desired by managers/administrators of adult education are:
 - 4.1. Ability to manage programs and staffs.
 - 4.2. Ability to develop goals and objectives for courses and seminars.
 - 4.3. Ability to plan, organize and evaluate courses and seminars.
 - 4.4. Ability to evaluate employee performance.

5. The principle area desired by instructors of adult education programs are:
 - 5.1. Ability to develop goals and objectives, and the related curriculum and instruction for adult learners.
 - 5.2. Ability to evaluate learning gained from courses and seminars.
6. The motivation for professional development of adult educators should originate within the individual with such incentives as (1) a number of "short course" programs in the topics listed in three, four and five, above; (2) the short courses being readily accessible to most adult educators; (3) the public recognition of professional accomplishment in these short courses.
7. The majority of the persons interviewed were not interested in degree credit for their participation in professional development programs. However, a sizeable minority of these persons would like degree credit.
8. The preferred modes of delivery are local programs, statewide programs, or visitation to other similar programs and operations.

Recommendations of the Advisory Committee

I. The Continuation of the Committee

The activities of this year-long project were directed toward (1) identification of organizations having responsibility for and employing of a staff to conduct adult and continuing education, training and development, (2) the determination of the present and future professional development needs of these adult educators, (3) an identification of the resources available to provide professional development programming, and (4) to develop and submit appropriate recommendations to provide guidance for

future efforts. These activities have been accomplished. They are but a first step of what would be an on-going commitment of those adult educators in leadership roles to provide activities and experiences for all full and part-time adult educators throughout the state. The ultimate benefactor of this commitment to professionalism is not only the adult educator, but also the recipient of her or his services, i.e., the employees or adults which the adult educator's organization serves.

Continuation of this effort requires a more formal identification and structure of the group responsible for the professional development of adult educators. It also requires an affiliation with a larger, or parent organization through which the professional development opportunities can be coordinated, promoted and receive appropriate endorsement.

Considering these factors, it is recommended that:

The group responsible for continuation of this project's efforts, should be referred to as the Advisory Committee for the Professional Development of Adult and Continuing Education Personnel. The Committee should become an advisory committee to the Iowa Coordinating Committee for Continuing Education. Membership on the Committee should include representation from the Iowa Coordinating Committee for Continuing Education, the State Advisory Council for Adult Education, the Iowa Association for Lifelong Learning, the American Society for Training and Development (Iowa and Hawkeye Chapters) and the Educational Information Centers.

2. The Responsibilities of the Committee.

A number of surveys were cited earlier in this report which collectively identify specific content areas desired by adult and continuing education administrators and instructors. With the exception of one survey, conducted in 1978, they were all conducted during this year. The desired acceptance and cooperation on the part of the organization through which these surveys were conducted was achieved in large part due to the existence of the Project.

It is questionable if similar cooperation would have been given to a single individual or institution wanting to conduct a similar study. In other words, any determination of the specific professional development needs of adult educators would be more readily gained if done through a broad based advisory committee of adult educators.

The availability of professional development programs and materials for adult educators has been minimal in the past. With the increasing growth of adult and continuing education in both numbers of persons participating and programs being offered, the training and development of adult educators has been recognized as a need, and a possibly profitable venture. The result has been the availability of numerous short courses and seminars, and individualized and self-learning materials. It is difficult to determine the quality of these programs in both content and delivery.

One factor raised by the advisory committee to this project when considering recommendations was whether or not the proposed Advisory Committee recommended in the first recommendation, should just identify needs and available resources, or should they also coordinate and offer professional development programs. It was a general consensus that, whenever possible, professional development programs should be conducted by existing providers to prevent an impression of wanting to compete and, further contribute to an already sensitive issue of inter-institutional competition. However, the committee did not wish to totally eliminate the possible coordination of professional development opportunities. It would be at the discretion of the proposed Advisory Committee to determine its role if the known providers are unable to individually or collectively conduct a program deemed desirable.

Considering these factors, it is recommended that:

The Advisory Committee for the Professional Development of Adult and Continuing Education Personnel should identify and report on the professional development needs of adult educators in Iowa. It should investigate what other states are doing in the area of professional development of adult educators. It should recommend and offer professional development opportunities, subject to the availability of financial resources and if other providers are unable to offer the professional development program.

3. The Professional Development of Full Time Adult Educators.

A distinction is now being made between full-time and part-time adult educators. Numerically, part-time adult educators far outnumber full-time adult educators. It is estimated that 90% or nearly 5,500 persons are part-time employees who either instruct (the largest portion of part-time adult educators) or administer programs. The full-time adult educators are, due in part to their full-time responsibilities, in a more central position to determine the direction and quality of adult and continuing education efforts.

(This does not negate the extensive commitment and dedication of many part-time adult educators. Indeed, many of them could be included in the full-time group in both the actual time in hours and the degree of influence. It was a legitimate concern of the project Advisory Committee that many of the so called part-time adult educators are full-time workers, but are receiving the pay and limited benefits of part-time employees in many organizations.)

Full-time adult educators more often have administrative/managerial responsibilities; only few are full-time instructors. Their managerial responsibilities, therefore, govern the specific competencies necessary in their work. Greater emphasis would be given to the planning, coordinating, budgeting and evaluation of a variety of programs and services.

Considering these factors, it is recommended that:

Persons employed on a full-time basis in providing adult education programs should demonstrate to themselves and their employer's satisfaction adequate competence in the following areas of adult education at the beginning or within one year of employment:

- Knowledge of adult learners and adult learning,
- Knowledge of effective methods of adult education, and
- Evaluation of both the instruction presented and the knowledge gained by adult learners.

In administrative/managerial role knowledge of such basic management concepts as communication, motivation, and the planning, organizing and implementing of appropriate learning experiences for the adults they are responsible for, should be known.

4. The Professional Development of Part-Time Adult Educators.

Like most of the adult population participating in adult education programs, the vast majority of the adult educators are part-time having full-time responsibilities elsewhere. As stated above, the vast majority of part-time adult educators are instructors, hired for their expertise in a particular content area. Consideration of their instructional competence and the ability to teach and work effectively with adults is too often given only lip service. There have been and, in many program areas, there continues to be a number of persons wanting to teach adult education courses. Thus, evaluation of present instructors is short, swift and to the point - if they get bad ratings from the class, someone else is hired the next time the course is offered.

This is neither fair to the instructor nor to the class. To counter this, some states (e.g., California) have required an initial training in principles and methods of adult education before a person can step into their first adult education classroom. From what reports are available, these requirements have met with mixed success. Adult educators in Iowa are resistant to any kind of mandatory education for adult educators. Also, if such a rule

was enacted, it would only apply to a portion of the total adult educators in the state, i.e., those schools receiving state funds.

Nevertheless, it is essential that more attention be given to the functional competence of all adult educators, including part-time personnel. Providing interesting, informative instruction to new part-time adult educators would not only provide better assurance of more successful classes, it would also help alleviate some obvious anxiety and fears of the new instructor. Whatever the title is, be it "Training the Trainer", "Basics of Adult Teaching", or "How to Teach Grown Ups", participation and completion of a program providing some basic knowledge, techniques and skills would go far in providing more effective instruction, and result in greater motivation by the instructor and the adult learners.

Considering these factors, it is recommended that:

Recognizing the constraints for persons engaged in adult education on a part-time basis to actively participate in professional development, employers of part-time adult educators should make available activities related to specific needs expressed by teachers, trainers and administrators. Suggested individualized or small group learning experiences would include:

- Knowledge of adult learners and adult learning,
- Knowledge of effective methods of adult education, and
- Evaluation of both the instruction presented and knowledge gained by adult learners.

5. The Format of Professional Development Programs.

Recognizing and accepting the need and desire for professional development is one thing. Providing a suitable delivery system for professional development programs is another. This brings us into an area in which adult educators should be most proficient; namely, the development of an optimal instructional format. The Project Committee did, in fact, have the necessary expertise and recognized the need to give guidance in professional programming in which

(1) the programs were of sufficient length, but not excessively long, (2) the content should be as specific as possible, (3) any program should be available throughout the state, (4) if possible, they should be designed for small group and/or individualized learning, and (5) they should be applicable to other professional endeavors the adult educator may be doing.

Considering these factors, it is recommended that:

Programs for the professional development of adult educators should include modules of specific content with delivery being six to seven hours in length in order to accomodate a short course/seminar format. Programs should be offered throughout the state in a small group or self-learning mode, depending on the most suitable and effective instructional mode. Continuing education units (CEU) or degree credit from an accredited institution should be provided if requested by the participants.

6. The Acceptance of Credit Received for Participation in Professional Development Programs.

In the narrative preceding the fifth recommendation, it was noted that many adult educators are engaged in a variety of related professional development functions. Based on the surveys cited earlier in this report, while not a large number, many adult educators are pursuing a degree, undergraduate and/or graduate, in adult education or a related field. Presently, two institutions in Iowa offer graduate degrees in adult education, Iowa State University and Drake University, and many others offer one or more undergraduate or graduate courses in various adult education topics.

Thus, recognizing the desire for as full a collaboration with other existing programs, it would be beneficial if any program of professional development for adult educators would provide the option of degree credit. Further, it would be more beneficial if reciprocal agreements could be articulated among those universities offering adult education courses and degrees for credit to be awarded without the need of credit transfer.

Considering these factors, it is recommended that:

Any degree credit requested and received by adult educators through participation in professional development programs should be accepted by all Iowa colleges and universities without the requirement of transfer.

7. Recognition of Participation in Professional Development Programs.

It is said that midwesterners too often underplay the competencies and accomplishments they achieve. Also, educators as a group do not generally take cognizance of the accomplishment of their peers when they complete a particular learning program (degree, certificate and so forth). Thus, often too little attention is given to adult educators that have completed a program of study. The Project Committee discussed this at length, considering the possible development of various "levels" of professional development in adult education as determined by the hours of teaching, hours of instruction, continuing education units, or degree credit. While recognizing the positive potential of such an approach, there was substantial, and justified, hesitancy in establishing various levels because of the inherent difficulty in equating some quantifiable measure of completion with competence.

Further, the resistance toward formal certification of adult educators, the imposing of mandatory continuing education, and the desire for maintaining as much flexibility as possible in the recruitment and placement of an adult education staff, collectively provides a substantial force against the development of any kind of formalized "level" of achievement or accomplishment.

While having acknowledged the resistance to certification, recognition of a person's effort to become more competent in her or his adult education responsibilities should be publically noted. The two prime sources for such recognition are the person's employer and the state professional associations (IALL and/or ASTD).

Considering these factors, it is recommended that:

Any kind of professional achievement of full and part-time adult educators should be noted and publicized as extensively as possible by the person's employer and the state professional association.

In Conclusion - The End of the Beginning

The Advisory Committee of this project has carefully considered the seven recommendations presented in this report. They have been approved and strongly endorsed with the ultimate desire and intent that serious consideration and action be given to them by the leaders of Iowa's adult and continuing education programs. In Iowa, and throughout the nation, adult education is the fastest growing educational field, with more adults participating in learning experiences than all other learners combined. Thus, it is ironic that for a field that now serves the largest educational population, it has the least structured system for basic preparation and continuing professional development. It is the intent of this report and these recommendations to bring this issue to the forefront at least in one state.

Iowa has been viewed as a microcosm of this country. While not being a populous state, it has been able to institute a number of innovative programs, one being an adult education system centered in the area/community colleges having centralized coordination with highly decentralized delivery of courses and services. Another is the voluntary cooperation of most providers of adult and continuing education programs to inform each other, develop policy and frequently avoid unnecessary duplication of programs being offered by public and private colleges and universities, and proprietary schools. Further, the mutual awareness and collaboration of the members of the two professional associations, the Iowa Association for Lifelong Learning and the American Society for Training and Development, further contribute to beneficial

communication and cooperation.

In other words, there exists in this state a workable, primarily voluntary structure which enables adult educators to work together for the common goal of providing quality educational experiences for the adults in Iowa. It is the hope of the Advisory Committee that this same cooperation will be carried out in both considering and enacting the recommendations presented in this report. The result will be a substantial contribution to the common goal. We trust, therefore, that this report is just the end of the beginning.